Features and application of the cluster method of its organizations in lessons in secondary school and higher pedagogical institutions

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ABSTRACT

The article considers pedagogical practice as one of the necessary components of the process of becoming a future teacher. The essence of the concept of "pedagogical practice" as a way of studying the educational process in the school based on the direct participation of trainees in it is revealed. All types of pedagogical practice are highlighted and characterized in the article, the organization, goals and tasks of each type of pedagogical practice are described in detail.

Keywords: pedagogical practice, methodological training, vocational training, student.

1. INTRODUCTION

Application of the cluster method in lessons: The cluster method can be used in almost all lessons when studying a variety of topics. The form of work when using this method can be absolutely any: individual, group and collective. It is determined depending on the goals and objectives, the capabilities of the teacher and the team. It is permissible to flow from one form to another. For example, at the challenge stage, this will be an individual work, where each student creates his own cluster in a notebook. As new knowledge comes in, as a joint discussion of the material covered, based on personal drawings and taking into account the knowledge gained in the lesson, a general graphic diagram is drawn up. The cluster can be used as a way to organize work in the lesson, and as homework. In the latter case, it is important for students to have a certain experience in its preparation.

Example: As an example, let us draw up a cluster in a social science lesson when studying the topic of "Monarchy". At the very beginning of the work, students express all their knowledge on this issue, assumptions and associations. For example: a form of government, power, the head of state, king, monarch, autocracy. The teacher fixes them on the blackboard. The following is a paragraph reading from a textbook. In the course of familiarization with the material (or as a result of reading), the scheme is supplemented by new facts. The teacher completes them using colored chalk. The lesson should be an analysis of the picture obtained, with a discussion of the fidelity or incorrectness of the initial judgments and a generalization of the information received.

Advantages and results of applying the technique; The use of a cluster has the following advantages:

- it allows you to cover a large amount of information;
- involves all team members in the learning process, they are interested;
- children are active and open, because they don't have a fear of making mistakes, making incorrect judgments.

In the course of this work, the following skills are formed and developed:

- ability to pose questions;
- highlight the main thing;
- establish causal relationships and build conclusions;
- move from particulars to general, understanding the problem as a whole;
- · compare and analyze;
- · draw analogies.

What gives the use of the cluster method in the classroom to children? Reception of the cluster develops systemic thinking, teaches children to systematize not only educational material, but also their evaluative judgments, teaches children to develop and express their opinions, formed on the basis of observations, experience and new knowledge gained, develops skills to simultaneously consider several positions, the ability to creatively process information.

Conclusions: Lessons using the cluster method give children the opportunity to express themselves, express their vision of the issue, give freedom of creative activity. In general, non-traditional technologies used in the educational process increase the motivation of students, create an atmosphere of cooperation and instill self-esteem in children, give them a sense of creative freedom.

At the first stage, activation, the involvement of all members of the team in the process. The goal is to reproduce existing knowledge on this topic, form an associative series and pose questions that I want to find answers to. In the phase of comprehension, work with information is organized: reading the text, pondering and analysis of the facts obtained. At the stage of reflection, the acquired knowledge is processed as a result of creative activity and conclusions are drawn.

Reception of the cluster can be applied at any of the stages.

- At the stage of the challenge, children express and record all available knowledge on the topic, their assumptions and associations. It serves to stimulate the cognitive activity of students, motivation to think before starting to study the topic.
- At the understanding stage, using a cluster allows you to structure the learning material.
- At the stage of reflection, the cluster method performs the function of systematizing the acquired knowledge.

It is possible to use the cluster throughout the lesson, in the form of a general lesson strategy, at all its stages. So, at the very beginning, children record all the information that they possess. Gradually, during the lesson, new data is added to the diagram. It is advisable to highlight them in a different color. This technique develops the ability to predict and predict, complement and analyze, highlighting the main.

The basic principles of compiling a cluster: A cluster is formed in the form of a bunch or model of a planet with satellites. In the center is the main concept, thought, on the sides are large semantic units, connected to the central concept by straight lines. It can be words, phrases, sentences expressing ideas, thoughts, facts, images, associations related to this topic. And already around the "satellites" of the central planet there may be less significant semantic units, more fully revealing the topic and expanding logical connections. It is important to be able to concretize the categories, justifying them using the opinions and facts contained in the material under study.

Rules for designing a cluster in a lesson: Depending on how the lesson is organized, a cluster can be made out on a blackboard, on a separate sheet, or in a notebook for each student when performing an individual assignment. Composing a cluster, it is desirable to use multi-colored crayons, pencils, pens, felt-tip pens. This will highlight some certain points and more clearly reflect the overall picture, simplifying the systematization of all information.

Recommendations for compiling a cluster: There are several recommendations for compiling a cluster. When creating it, you should not be afraid to state and fix everything that comes to mind, even if it is just associations or assumptions. In the course of work, incorrect or inaccurate statements can be corrected or supplemented. Students can boldly give free rein to imagination and intuition, continuing to work until all ideas are complete. Do not be afraid of a significant number of semantic units, you need to try to make as many links between them as possible. In the process of analysis, everything is systematized and will fall into place.

The modernization of the education system should be accompanied by the improvement of the professional training of future teachers, an integral component of which is pedagogical practice. The

pedagogical practice of students plays an important role in preparing the future teacher and forms the key professional qualities of the teacher.

Pedagogical practice is an effective form of professional preparation of students for future pedagogical activity, during which the theoretical knowledge and methodological training are put into practice [1]. The practical component of the educational process of vocational training of students in a higher educational institution is based on deep theoretical training, which, in turn, consists of subjects of psychological and pedagogical theoretical courses and methods of teaching the subject in the specialty. The following scientists dedicated their practical training to future teachers: A. Abdullina, A. Atrushkevich, S. Mardonov, T. Usmanhadzhaev, S. Kara, V. Kovalchuk, N. Kozhukhova, N Koziy, I. Tabachek, A. Moroz, V. Slastenin, I. Chorney, and others. Considering pedagogical practice as a form of professional training, scientists distinguish the educational goal, the educational goal, and the developing goal in its organization. The educational goal contributes to the development of professional knowledge, their independent acquisition, the formation of professional skills of students; developing goal contributes to the development of pedagogical thinking, pedagogical orientation; educational contributes to the formation of professionally significant personality traits, self-education and self-improvement skills [3]. In pedagogical educational institutions of Uzbekistan, and in particular in Chelyabinsk State Pedagogical Institute of Tashkent region, the pedagogical practice of future teachers in accordance with the Regulation on pedagogical practices is continuous in the structure of preparing students for professional activities and includes its types: I year; passive (observational) teaching practice in the second year; educational teaching practice at the III course; educational teaching practice on the course is planned IV course; educational practice. The main goal of all types of pedagogical practices is to consolidate, deepen, improve the acquired theoretical knowledge and learn how to apply it in pedagogical activity, develop professional abilities, skills and organization of the educational process in the lesson, adapt and improve in the future profession.

The pedagogical practice of students in higher educational institutions is carried out on the basis of specially designed programs and provides for familiarization with: - the educational material base of the school; - educational work at school and in a separate class; - the work of student self-government; - extracurricular and extracurricular activities; - labor, physical, aesthetic, economic, environmental education, etc. The purpose of propaedeutic practice in the second year is to familiarize students with the peculiarities of the organization and conduct of educational work of teachers in the context of a real educational process in secondary schools. The main task of this type of practice is to learn how to practically apply the gained theoretical knowledge of the psychological cycle of disciplines, to develop professional skills, and also to form a psychological readiness for a future profession.

Pedagogical practice in the third year, as well as in the second year, lasts two weeks with a separation from study. During the first week, student practitioners get acquainted with the organization of the educational process and the features of the work of teachers and the class teacher, the work in the second week is aimed at fulfilling practical tasks for conducting a trial lesson in the specialty and educational event in the class assigned to the student. The system of tasks for third-year students is much more complex, in comparison with the tasks in the second year, and consists of three areas: educational activities in the role of classroom assistants; student work as an assistant teacher subject; study of the personality of the student and the student body. An important task of teaching practice in primary school is the purposeful observation of students and understanding of pedagogical phenomena. "The main thing in the school of pedagogical culture," wrote V. A. Sukhomlinsky, "is a live observation of the phenomena of educational work, discussions about these phenomena, about the relationships and dependencies between them" [5]. It is practice that makes this observation possible and causes a need to understand the essence and theoretically comprehend one or another pedagogical phenomenon, analyze where, when, under what conditions a particular fact took place, is it random, or reflects the development trend of a pedagogical phenomenon, what are its causes occurrence, etc. [4]. Therefore, it is during different types of passive pedagogical practice that students are enriched by observations, the practical significance of professional knowledge, the need to master it are felt. Knowledge from social, psychological, pedagogical and special disciplines becomes more concrete, effective. In the process of teaching practice, it becomes possible to test oneself on the correctness of the chosen life path, the correspondence of personal qualities to the requirements of the teaching profession, the ability to communicate with students, the ability to

defend their point of view, the ability to unite students in a single team. Pedagogical practice only then can become an effective means of preparing for pedagogical activity, when the student himself will have a desire to become a real teacher. It is during the familiarization of students with the educational process in secondary schools that the process of students' adaptation to future professional activities begins. Active educational pedagogical practice with a separation from classes is carried out in the fourth year for 6 weeks. The main task of this type of pedagogical practice is independent work as a teacher, the organization of the process of training and education of schoolchildren, both in lessons and in the system of extracurricular and extracurricular activities. During the practice, students must learn to perform the duties of a subject teacher and class teacher. Practice is not accidentally called training. At it, students learn to conduct lessons and extracurricular activities so that in the fifth year they will be ready to fully fulfill the duties of a teacher and class teacher, or be ready to work in a general educational institution, having received a bachelor's degree. Pedagogical practice or, as it is also called, internship is carried out on the fourth year, for 8 weeks. This type of pedagogical practice differs from the previous one in that here the student practically completely and independently fulfills all the duties of a subject teacher and class teacher in the class to which he is attached.

Students are involved in methodological work - activities that are aimed at improving vocational training. To this end, they get acquainted with the work plan of the school's methodological council, materials of the teaching room, attend open teacher lessons, participate in methodological seminars, subject methodical associations or in the work of creative groups of teachers (to solve specific problems), weeks of pedagogical skill, where they study advanced pedagogical experience teacher-methodologists, senior teachers, get acquainted with non-standard forms and methods of conducting lessons. In order to familiarize future teachers with the complex process of educational work of the school, it is recommended to organize all types of practices in this order: in the second year students work with students in grades 5-6, in the third year in grades 5-7 fourth year - 5-9th and 10-11th grades. Such gradual organization of teaching practice at different stages of students' study will give them the opportunity to observe the age characteristics of students, as well as get acquainted with the features of extracurricular and extracurricular activities in different classes. In the organization of practice, extremes should not be allowed - neither excessive custody of the student-trainee by the leaders, nor complete exemption of the trainee from help and control. The effectiveness of teaching practice is often determined by the level of interaction between the university and the school, the community of methodologists and the teaching staff, the measure of application of new scientific achievements and advanced teaching experience in their work [4]. Teaching practice should be organized accordingly. Students should be clearly aware of exactly what results they should achieve in the process of teaching practice, know their intermediate tasks, and be motivated to achieve its goals. An important role is also played by the control and operational management of teaching practice. Experienced teachers of higher educational institutions who have at least two years of teaching experience at school are involved in organizing and conducting pedagogical practice, regardless of its type. The high-quality organization of pedagogical practice and detailed methodological recommendations do not always help students to avoid difficulties that may arise during the practice. According to the results of the questionnaire and observation during the passage of active practice, we identified such typical difficulties that students have: inability to find a common language with students and teachers; poor self-control; inability to overcome fear of the audience; lack of an individual approach to each student; inability to select literature during preparation for the lesson; difficulties in conducting psychological testing in preparing the psychological and pedagogical characteristics of a schoolchild and class; take into account the individual psychological characteristics of each student; inability to draw up a plan abstract. The difficulties that arise during active practice, helps to overcome the gradual entry into the practical activities of students. Thanks to passive practices in junior courses, students get the opportunity to get acquainted with the features of the secondary school and prepare for active practice. A well-thought-out organization of pedagogical practice at all levels of professional training of students, the phased implementation of its various types on the principles of consistency, the gradual complication of its tasks is of great importance in the professional and pedagogical preparation of students, the formation of their educational and educational skills with students, and professionally significant personality traits the teacher of schoolchildren of teenage age. Considering the problem of organizing practice, it should be remembered that only then it can become an

effective means of preparing for pedagogical activity when the student himself has a desire, the desire to become a good teacher, when he consciously organizes the process of his professional self-education and self-education, when he realizes responsibility for the upbringing and development of the younger generation.

2. CONCLUSION

Students highly value the role of teaching practice in preparing for work at school and try to use this time with great benefit for themselves. We give an excerpt of a work written by a student after passing pedagogical practice. Student Beissenbaev R. writes: "During teaching practice, for the first time I felt like not a student, but a teacher. I learned how to prepare and conduct lessons, educational hours and various extra-curricular activities, I felt that I have the ability to pedagogical work, I was very pleased to act as a teacher. Practice has confirmed that one can become a real teacher only after persistent work on oneself. After teaching, I began to prepare more seriously for classes at the institute. "Pedagogical practice is an important component of the professional training of future teachers and a necessary link in the system of higher pedagogical education, which supplements and enriches the theoretical training of students, creates opportunities for them to consolidate and deepen their knowledge, use the theoretical principles of professional disciplines to solve practical problems, and contribute to the process self-education, self-improvement and self-education.

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